

HSU Annual Assessment of Learning Outcomes

Program/Major Information
Name of the Academic Program/Major: Clinical Counseling & Marriage and Family Program (CCMF) changed to Clinical Mental Health Counseling (CMHC)
Department: Psychology & Counseling
Academic Year of Assessment: Fall 2020 – August 2021
Contact Information of the person completing this report: Name: Sherry Rosenblad, Ph.D., LPC-S Campus Phone: 325-671-2271 Email: Sherry.Rosenblad@HSUTX.edu

Assessment Cycle
Where is your program/major in the five year program review cycle? When was the last time you reported an external assessment measure? We are 0 years away from the 5 year program review. (It was completed in Fall 2017). We last reported an external assessment measure in Summer semester year 2021. We report external assessment measures every year. <i>You may choose to use an external assessment measure every year, or you may choose to use an external measure at least 2 times within your 5 year program review cycle.</i>

Mission Statement
HSU Mission Statement: The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.
Mission Statement of Program/Major: The mission of the Clinical Mental Health Counseling graduate program is for faculty and students to collaborate in the pursuit of knowledge, clinical skills, and personal growth in an environment enlightened by faith, so that students will be prepared to provide the

highest standard of professional counseling services to diverse populations.

Please explain how your program/major supports the mission of the University.

The mission statement of Hardin-Simmons University “is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.” The mission of the Clinical Mental Health Counseling program supports the HSU mission, providing an education enlightened by faith, by encouraging students throughout their graduate coursework to consider and articulate how personal faith informs their professional identity and practice as counselors.

In May 2021, nine (9) 2nd year counseling students went to Orlando, Florida for 10 days to do missions work with an orphanage, two homeless shelters, and a domestic violence shelter in central Florida.

Faculty Participation in Assessment Process

Please describe the ways in which faculty participated in the assessment process and planning.

The Clinical Mental Health Counseling graduate faculty met several times during the 2020-2021 academic year to discuss program assessment and issues. In September, 2020, the graduate faculty met to discuss the CACREP accreditation mid-cycle review report. In December, 2020, the faculty met to address the interim report CACREP submitted in response to the mid-cycle review report. In May, 2021, CMHC faculty met to make necessary program changes to maintain CACREP accreditation. In June, 2021, graduate faculty participated in the comprehensive evaluation of each graduating student based on written exam results as well as clinical performance. All graduate faculty helped determine the assessment of each student for graduation and their overall performance in the program. In August, 2021, the three core graduate faculty met to discuss and assess the clinical skills of each student in Practicum (1st year students) to determine whether they were at a level to continue in the program (advancement to candidacy). This meeting was also to discuss CMHC program progress, enrollment, comprehensive exam results, and future recruiting.

Learning Outcomes.	
<p>Learning Outcome 1:</p> <p>Students will demonstrate clinical competence as a clinical mental health counseling intern (in both practicum and internship) including skills in assessment, diagnosis, treatment, termination, and record-keeping for individuals and groups.</p>	
Method of Assessment and Criteria for Success	
Outcome 1 Method of Assessment:	Criteria for Success
<p>A. CCMF/CMHC graduate students receive intensive clinical training at the Psychology & Counseling Center with CCMF/CMHC graduate faculty. This involves the faculty & peers providing feedback from watching live and recorded sessions. Students enrolled in CCMF/CMHC 6306* Practicum & CCMF/CMHC 6370 Internship I & II are provided continuous feedback in both individual and group supervision (1.5 hours weekly group; 1 hour weekly individual). The <i>Counseling Performance Evaluation</i> (Appendix A) is used by CCMF/CMHC faculty at the end of the semester in every clinical course to provide evaluation of all domains of the students' professional counseling skills and behaviors. To assess this objective, 22 items evaluating <i>Helping Skills and Abilities</i> and <i>Competence</i> will be analyzed.</p> <p>B. CCMF/CMHC graduate students are also involved in intensive clinical training at various community agencies through internship sites around the Abilene area. Students enrolled in CCMF/CMHC 6306* Practicum & CCMF/CMHC 6370 Internship receive a minimum of one hour of individual supervision weekly by their site supervisors. Site supervisors provide feedback regarding the interns' counseling skills and professional behavior. The <i>Site Supervisor Evaluation Of Intern</i> (Appendix B) is used by the site supervisor at the end of every semester in clinical supervision to evaluate all domains of the students' professional counseling skills</p>	<p>A. At least 80% of the CCMF graduate students will receive an average rating of "2" ("consistently meets criteria expected for student's level of preparation and experience;" using a scale of 0-3) by CCMF/CMHC graduate program faculty on the items identified for this outcome.</p> <p>B. At least 80% of the CCMF/CMHC graduate students will receive an average rating of "3" ("Average for an intern of his/her training and experience;" using a scale of 1-5) by internship site supervisor(s) on the items identified for this outcome.</p>

<p>and behaviors. To assess this objective the 11 items on the evaluation will be analyzed.</p> <p>* For CCMF/CMHC 6306 this outcome is also used as a developmental assessment because the student is in the first of three semesters of clinical work. Students who do not meet the standard for this course are put on a “growth plan” until the standard is met.</p> <p><input checked="" type="checkbox"/> Check if this is an external measure.</p>	
Assessment Results	
<p>Analysis of Quantitative data for Learning Outcome 1:</p> <p>A. Of the 12 CCMF/CMHC graduate students enrolled in CCMF/CMHC 6306 Practicum & CCMF/CMHC 6370 Internship I & II during Summer 2020 through Spring 2021, most of the students received an average rating “2” (“consistently meets criteria expected for student’s level of preparation and experience;” using a scale of 0-3) or higher on the <i>Counseling Performance Evaluation</i> (Appendix A) for items selected for this outcome assessment for each of the three semesters of practicum and internship.</p> <p>B. Of the 12 CCMF graduate students enrolled in CCMF/CMHC 6306 Practicum & CCMF/CMHC 6370 Internship during Summer 2020 through Spring 2021, all students received an average rating “3” (“meets semester standards;” using scale 1-4) or higher on the <i>Site Supervisor Evaluation Of Intern</i> for items selected for this outcome assessment for each of the three semesters of practicum and internship for responses received.</p>	<p>A. 91.4% of CCMF/CMHC students received an average rating of “2” (“consistently meets criteria expected for student’s level of preparation and experience; using scale of 0-3) on the <i>Counseling Performance Evaluation</i> for items selected for this outcome assessment.</p> <p>B. 100% of CCMF students received an average rating of “3” (“Average for an intern of his/her training and experience;” using a scale of 1-5) on the <i>Site Supervisor Evaluation Of Intern</i> for items selected for this outcome assessment.</p>

Analysis of Qualitative data for Learning Outcome 1:

- C. Site supervisors were asked to comment on intern performance. The prompt states, "Specific comments about the intern's performance at your organization would be very helpful. Please take a few minutes to give your impression about how this student performed in your organization, his/her strengths and limitations, as well as your suggestions regarding future training experiences for this intern." Several comments discussed strengths. Some concerns were expressed that were addressed in the student's clinical supervision courses.

Responses:

- Student is doing very well compared to others even with the disruption of COVID. He connects to others, has a caring heart, and does not intimidate clients. He is very independent, does his work, and is easy to work with.
- Student has been flexible and resilient. It's great to watch him grow in confidence and skills. Aware of theoretical models he is comfortable using with clients. Good at conceptualization, treatment planning, building rapport. High level of professionalism.
- Student takes supervision and asks for help. Good to see students come in and grow. Student has maturity to deal well with clients.
- Student is able to get deeper with student issues than other workers. Meet/counsel with high risk students, check on them, help with resources. Asset to the department.
- Student struggles a little with being able to not worry about students when not in the office. Harder when working at home. She has very high expectations of herself. Work on boundary issues. Student is overall doing very well.

Learning Outcomes.		
<p>Learning Outcome 2:</p> <p>Students will demonstrate knowledge of normal human growth and development; abnormal human behavior; assessment techniques; counseling theories; research; lifestyle and career development; social, cultural and family issues; professional orientation; and group work foundational to clinical practice as a clinical mental health counselor.</p>		
Method of Assessment and Criteria for Success		
Outcome 2	Method of Assessment:	Criteria for Success
	<p>A. CCMF/CMHC graduate students complete a comprehensive exam and evaluation in their final semester prior to graduation. The graduate faculty in the CCMF/CMHC program review student performance on the Counselor Preparation Comprehensive Exam (CPCE). The CPCE test examines student knowledge and performance in the areas of:</p> <ul style="list-style-type: none"> • Human Growth and Development • Social and Cultural Diversity • Helping Relationships • Group Work • Career Development • Assessment • Research and Program Evaluation • Professional Orientation and Ethical Practice <p>B. CCMF/CMHC graduate students complete a comprehensive exam and evaluation in their final semester prior to graduation. The graduate faculty in the CCMF/CMHC program review student clinical performance on a clinical case presentation. The <i>Clinical Evaluation Record</i> (Appendix C) is used by CCMF faculty before and after the oral comprehensive evaluation. To assess this objective, items</p>	<p>A. At least 80% of students will pass the overall exam with a score higher than one standard deviation below the mean for the national average of students by their third attempt. In addition, at least 80% of students will pass each content area with a score higher than one standard deviation below the mean for the national average of students by their third attempt.</p> <p>B. At least 80% of the CCMF/CMHC graduate students will receive an average rating of “3” (“Acceptable Skill,” using a scale of 1-5) by CCMF graduate program faculty on the items identified for this outcome.</p>

<p>evaluating <i>Identifying the goal of session, Case conceptualization, Diagnosis, Treatment plan, Basic counseling skills, Session intervention(s), and Theory of intervention(s)</i> will be analyzed.</p> <p><input checked="" type="checkbox"/> Check if this is an external measure.</p>	
Assessment Results	
<p>Analysis of Quantitative data for Learning Outcome 2:</p> <p>A. Of the 11 CCMF/CMHC graduate students who completed their comprehensive exam and evaluation in their final semester prior to graduation in 2021, all 11 students passed the overall exam with a score higher than one standard deviation below the mean for the national average of students on their first attempt (Appendix D). In the specific content areas, the following number out of 11 passed on their first attempt:</p> <ul style="list-style-type: none"> • Human Growth and Development 11/11 • Social and Cultural Diversity 10/11 • Helping Relationships 10/11 • Group Work 11/11 • Career Development 11/11 • Assessment 11/11 • Research and Program Evaluation 10/11 • Professional Orientation and Ethical Practice 11/11 <p>B. Of the 11 CCMF/CMHC graduate students who completed their clinical comprehensive evaluation, all 11 students received an average rating “3” (“Acceptable Skill;” using scale 1-5) or higher on the <i>Clinical Evaluation Record</i> for items selected for this outcome assessment.</p>	<p>A. The standard is met.</p> <ul style="list-style-type: none"> • 100% of CCMF/CMHC graduate students passed the overall exam on their first attempt. • 100% of CCMF/CMHC graduate students passed the overall exam by their third attempt. • On their first attempt, the following percentages passed each content area: <ul style="list-style-type: none"> • Human Growth and Development 100% • Social and Cultural Diversity 91% • Helping Relationships 91% • Group Work 100% • Career Development 100% • Assessment 100% • Research and Program Evaluation 91% • Professional Orientation and Ethical Practice 100% • By their third attempt, 100% passed each content area. <p>B. The standard is met with 100% of CCMF/CMHC graduate students received an average rating of “3” or higher on the <i>Clinical Evaluation Record</i>. The overall average of all students was 4.09 or “Excellent Skill”.</p>

Analysis of Qualitative data for Learning Outcome 2:

Comments on the Clinical Evaluation Record by faculty were:

- Great rapport. A true strength is speaking in metaphors and your creativity in treatment. You do a good job of incorporating CBT with narrative therapy.
- You are consistent with the basic skills and are successful at implementing interventions. You have grown in your ability to adapt treatment to what the client needs. You are a skilled clinician.
- Good use of metaphors and rapport. Be careful not to try to talk him out of his obsessions (won't work). You are giving him disputing thoughts – can he come up with them? If you reflect, he will internally be motivated – to hear his own voice.
- You have grown in your basic counseling skills. You have also branched out in your treatment interventions to meet the client where they are.
- You have grown in your confidence working with clients. You continue to have good direction of where therapy should go. You have a good rapport with your clients and good overall basic skills.
- You have great rapport with clients. You have good reflection on how to improve. You are good at reflecting feeling. Try getting at more of the deeper meaning.
- You are good at reflecting on what you can improve. Be careful of too many questions. But you have a great level basic skills, reflecting feeling and deeper meaning and have great relationships with your clients.
- You have very good rapport with your clients. You do well at normalizing for the client. At times you try to convince the client of what they need. Help guide the client to their own realizations. You have great levels of reflecting feelings and deeper meanings.
- You have a good relationship with your clients. You handle very difficult situations calmly and efficiently. Be sure you don't rescue clients from saying difficult things. Good level of basic skills.
- You ask a lot of questions. If you reflect more, it will enable the client to understand their internal process. You consistently reflect deeper meaning, but adding more reflection of emotions will help enlighten the client and process difficult feelings.
- You have a good relationship with her. Your summaries are very deep and thorough. Be careful that you don't move to encouragement before the issue is fully processed. But you encouraged and empowered her which is important for her. You have a good flow of listening and then reflecting.

Learning Outcomes.

Learning Outcome 3:

Students will demonstrate working knowledge of ethical standards of practice as well as an ability to use an ethical decision-making model and moral reasoning when encountering legal and ethical issues in work with diverse clients as a clinical mental health counselor.

Method of Assessment and Criteria for Success

Outcome 3 Method of Assessment:

A. CCMF/CMHC graduate students receive intensive clinical training at the Psychology & Counseling Center with CCMF/CMHC graduate faculty. This involves the faculty & peers providing feedback from watching live and recorded sessions. Students enrolled in CCMF/CMHC 6306* Practicum & CCMF/CMHC 6370 Internship I & II are provided continuous feedback in both individual and group supervision (1.5 hours weekly group; 1 hour weekly individual). The *Counseling Performance Evaluation* (Appendix A) is used by CCMF/CMHC faculty at the end of the semester in every clinical course to provide evaluation of all domains of the students' professional counseling skills and behaviors. Twelve items in the *Counseling Performance Evaluation* assess the student's *professional responsibility, maturity, and integrity* as it pertains to ethical behavior.

*For CCMF/CMHC 6306 this outcome is also used as a developmental assessment because the student is in the first of three semesters of clinical work. Students who do not meet the standard for this course are put on a "growth plan" until the standard is met.

☐ Check if this is an external measure.

Criteria for Success

A. At least 80% of the CCMF/CMHC graduate students will receive an average rating of "2" ("consistently meets criteria expected for student's level of preparation and experience;" using a scale of 0-3) by CCMF/CMHC graduate program faculty on the items identified for this outcome.

Assessment Results

Analysis of Quantitative data for Learning Outcome 3:

A. Of the 12 CCMF/CMHC graduate students enrolled in CCMF/CMHC 6306 Practicum & CCMF/CMHC 6370 Internship I & II during Summer 2020 through Spring 2021, most of the students received an average rating “2” (“consistently meets criteria expected for student’s level of preparation and experience;” using a scale of 0-3) or higher on the *Counseling Performance Evaluation* for items selected for this outcome assessment for each of the three semesters of practicum and internship.

A. Standard is met.

- 85% of CCMF/CMHC students received an average rating of “2” (“consistently meets criteria expected for student’s level of preparation and experience; using scale of 0-3) on the *Counseling Performance Evaluation* for items selected for this outcome assessment overall.
- The average score was 2.06.

Analysis of Qualitative data for Learning Outcome 3:

Learning Outcomes.	
<p>Learning Outcome 4:</p> <p>Students will demonstrate professional competence as a clinical mental health counselor after graduating from the CCMF/CMHC program.</p>	
Method of Assessment and Criteria for Success	
Outcome 4 Method of Assessment:	Criteria for Success
<p>A. CCMF/CMHC program graduates are given a survey to determine whether they have taken a licensure exam (for licensure as a professional counselor or marriage and family therapist; Appendix E).</p> <p>B. CCMF/CMHC program graduates are given a survey to evaluate their perceptions of how well the CCMF/CMHC program provided the training needed for professional competence (Appendix E).</p> <p>C. The site supervisors and employers of CCMF/CMHC program students and/or graduates are given a survey to evaluate their perceptions of how well the CCMF program provided the training needed for professional competence (Appendix F).</p> <p><input checked="" type="checkbox"/> Check if this is an external measure.</p>	<p>A. At least 80% of alumni who have taken a licensure exam will pass.</p> <p>B. At least 80% of the CCMF/CMHC alumni will give an average rating of “4” (“Agree;” using a scale of 1-5) or higher on the items identified for this outcome.</p> <p>C. At least 80% of the employers of CCMF/CMHC alumni will give an average rating of “3” (“somewhat prepared;” using a scale of 1-5) or higher on the items identified for this outcome.</p>

Assessment Results

Analysis of Quantitative data for Learning Outcome 4:

- | | |
|--|--|
| <p>A. For August and December 2021 CCMF/CMHC graduates, 8 of the 11 have taken the licensure exam for professional counselors. Three of the graduates have not taken the exam, 7 passed the exam, and one did not pass.</p> <p>B. Of the responses to the anonymous alumni survey. All gave an average rating of "4" ("Agree;" using a scale of 1-5) or higher on the items identified for this outcome (Appendix E). On the item, "Overall, I feel like the graduate program provided me with the training and skills I needed to succeed in my career," 5/5 responded "4" ("Agree") or higher. 3/5 rated a "5" ("Strongly Agree").</p> <p>C. Of the 2 responses of employers of CCMF program graduates, both gave an average rating of "3" ("somewhat prepared;" using a scale of 1-5) or higher on the items identified for this outcome. On the item, "Please indicate your level of agreement to the following question: Overall, I feel like the HSU CCMF graduate obtained the training and skills needed to succeed in a counseling career," both employers rated a "5" ("Strongly Agree").</p> <p>D. Of the 4 responses of the site supervisors of CCMF students and/or graduates, all 4 gave an average rating of "3" ("somewhat prepared;" using a scale of 1-5) or higher on the items identified for this outcome (Appendix F). On the item, "Please indicate your level of agreement to the following question: Overall, I feel like the HSU CCMF Interns I have worked with are obtaining the training and skills needed to succeed in a counseling career," all 4 site supervisors rated a "5" ("Strongly Agree").</p> | <p>A. Standard is met. 87.5% of alumni who have taken a licensure exam the previous year have passed.</p> <p>B. Standard is met. 100% gave an average rating of "4" ("Agree;" using a scale of 1-5) or higher on the items identified for this outcome (Appendix E). On the item, "Overall, I feel like the graduate program provided me with the training and skills I needed to succeed in my career," 100% responded "4" ("Agree") or higher. 60% rated this item a "5" ("Strongly Agree").</p> <p>C. Standard is met. 100% of employers gave an average rating of "3" ("somewhat prepared;" using a scale of 1-5) or higher on the items identified for this outcome. On the item, "Please indicate your level of agreement to the following question: Overall, I feel like the HSU CCMF graduate obtained the training and skills needed to succeed in a counseling career," 100% of employers rated a "5" ("Strongly Agree").</p> <p>D. Standard is met. 100% of site supervisors gave an average rating of "3" ("somewhat prepared;" using a scale of 1-5) or higher on the items identified for this outcome (Appendix I). On the item, "Please indicate your level of agreement to the following question: Overall, I feel like the HSU CCMF Interns I have worked with are obtaining the training and skills needed to succeed in a counseling career," 100% of site supervisors rated a "5" ("Strongly Agree").</p> |
|--|--|

Analysis of Qualitative data for Learning Outcome 4:

When alumni were asked, “What do you believe were the most valuable aspects of the CCMF Masters program?” alumni responded:

- The amount of hours we have. I felt more ethical and professional than other coworkers who had masters in counseling. The diverse backgrounds from the professors. Practicing the nce so we knew what sections we needed to study.
- Professors who truly cared about students’ life circumstances and worked to empower students to meet their goals.
- Practical counseling experience and supervision.
- The internship experience and supervision sessions
- I loved this program. I felt like I was educated extremely well and understood the material. I really appreciated the fact that all of the professors were from such a wide array of backgrounds and theoretical orientations so we were able to have a rounded out view of the counseling profession as a whole. I think my favorite class was Dr. Swenson's Psychopathology I and II as well as Dr. Awbrey's Addictions class. The material was easily applicable when I needed to employ those skills. I also appreciated that all of my professors genuinely connected with me as a person. I was not just a face in a class or a name on a paper. I was a human being. Supervision was incredibly beneficial clinically as well as emotionally in the support we received.
- The professors! I choose to stay at HSU because of the professors and because of the valuable education I already knew I would receive.
- The amount of direct client hours we were required! My cohort and professors were the best people to learn with and from!
- Real life experiences under the engaged supervision of excellent professors who had practical experience themselves with skilled helping and counseling. This has been absolutely invaluable. I left the program feeling equipped and qualified to meet the needs of my parishioners and counseling clients.
- The different kinds of internships offered and the rep life experience is what I’m most thankful for! I was able to get behavioral hospital, career counseling and private practice experience!
- The clinical training and education; the supervision and feedback from having sessions recorded at the clinic. The other program at the time lacked these crucial components and I needed these elements to bring into my current employment to help the population I work with and to increase my confidence in my ability to help those I work with. The clinical education and supervision I received through the CCMF program exceeded my needs and has evolved my skill set in a field that brings me so much joy.
- Taping sessions, going through classes with my cohort, and the clinical supervision.

When alumni were asked, “Do you have any suggestions on how the program could be improved?” alumni responded:

- Increase SPSS usage in the Advanced Research course.
- I would suggest setting up tours and Q&A's with clinicians in various settings to better understand our options as far as what happens after graduation. I think maybe having some assistance applying for our LPC intern licenses might have been helpful as well.

- I believe that learning more about finding a niche, and starting your own business were two things I searched for additional information on upon graduating.
- Courses on the business piece of private practice.
- Perhaps some more deliberate experiences with varied interventional approaches. Since leaving school I have done some CEU classes with ACT and REBT that have invaluable. I understand the limitations of grad school, but getting a taste of some of these specific approaches in school would have been useful.
- Getting to watch each other's sessions more and greater cohesion between Y1 and Y2 students.

When site supervisors were asked, "Please provide any additional information or comments that will help us assess and improve the quality of our graduate program," they responded:

- I believe that the program is very strong and supplies qualified interns.
- I love having your students! They are well-prepared. I have no complaints or concerns.

Results from Last Year and ALOC Feedback

1. Briefly describe how you used the ALOC feedback from last year.
 - There were only positive responses on our ALOC feedback from the last assessment.
2. Briefly describe any changes that you made based upon the feedback. If you didn't make any changes, please explain why.
 - We did not make any changes based on the feedback since it was only positive. However, we continue to evaluate and make changes to our program (included below).

Uses of Results

What were the most valuable things you learned from this assessment cycle?

This assessment cycle we experienced several changes in faculty. Two full-time faculty left the department, one of whom was a core faculty in the CCMF/CMHC program. We offered a position to a candidate who did not accept. With the closing of Logsdon in 2020, we offered the core faculty position to Dr. Randall Maurer who had taught for our program for many years. Program faculty have continued to teach overloads due to the faculty shortage as well as increased enrollment in the program. Over the past 2 years, Dr. Maurer has become an integral part of the program and is now the Clinical Director. While we are still short-handed, we are considering program changes to provide some relief.

Counselor Preparation Comprehensive Exam (CPCE) scores were the highest they have ever been. We had higher scores overall on clinical skills and higher scores on ethics. We also saw an increase in professional responsibility and maturity as clinicians.

The CCMF/CMHC program continues to produce quality clinicians who are successful in their supervision and employment settings. Site supervisors and employers are very complimentary and appreciate how the CCMF/CMHC program educates its students. Supervision sites continue to hire graduates of the CCMF/CMHC program upon graduation and licensure.

The CCMF/CMHC program's greatest strengths are its faculty and breadth of experience the students gain. These were commented on by several alumni and site supervisors. The faculty continue to give personal attention to student development. They also provide valuable learning experiences in and outside of the classroom. Even with the change in faculty over the past few years, there is a commitment to student learning and training competent clinicians.

How will these findings be used? What changes are you planning on making as a result of your findings? Please discuss your reasoning if you are not planning on making changes.

In our annual program meeting, the core faculty decided to utilize a new clinical skill evaluation tool, the *Counselor Competencies Scale-Revised (CCS-R*; Appendix G). This assessment tool has more research validation and provides more detailed evaluation criteria to better assess the nuances of counseling skills and professional dispositions.

We achieved our goal of over 80% of students passing the Comprehensive Exam overall and continue to have a very high employment rate after graduation. We made several course rotation changes based on results and scores from previous comprehensive exams. We moved the comprehensive exam to the last semester of the program to enable students to complete more courses. We changed the Career Counseling textbook that covers more career theories students are tested over. We moved the Assessment and Testing course later in the program. All of these changes seem to have had a positive impact on our Comprehensive Exam scores.

Based on input from students and alumni, we have included more opportunities for students to observe counseling provided by faculty and other students further in the program. We have also added a text and coursework to give more experience running statistics in Advanced Research. The Community Counseling course has focused more on business aspects of counseling and private practice. However, the profession has moved to require more training on trauma and crisis counseling. In an effort to meet accreditation standards as well as the educational needs of our students, we will change the degree requirements to include a Crisis, Trauma, and Grief Counseling class in place of the Community Counseling class. We will change the Professional Orientation class to cover more of the business aspects of counseling to accommodate this change.

The CCMF/CMHC program had its CACREP accreditation mid-cycle review (4 of the 8 years have passed). The CACREP board expressed concern over the name of the CCMF program because it contained Marriage and Family while we are only accredited for Clinical Mental Health Counseling. As a result, we changed the program name to Clinical Mental Health Counseling (CMHC). Starting in the 2021-2022 academic year, we will be changing from the 2009 CACREP standards to the 2016 CACREP standards in preparation for the re-accreditation process which we will begin in about two years. We will also be changing our assessment outcomes to reflect the 2016 CACREP standards requirements.

The CCMF/CMHC program continues to seek opportunities for community outreach and service. In the 2020-2021 school year, students provided career counseling to high school students. In addition, they did volunteer service at an orphanage, provided food and counsel at two homeless shelters, and counseled at a domestic violence shelter on a mission trip to Orlando, Florida. This outreach focus is a strength of the CCMF/CMHC program which continues to grow. We are seeking to offer more continuing education opportunities for our site supervisors and area professionals both in person and online. This is another service to our community as well as the profession.

Counseling Performance Evaluation

Practicum/Internship

CCMF - Hardin-Simmons University

Student: _____

Semester/Year: _____

Faculty Supervisor: _____

Rating Scale:

N – Not required and/or No opportunity to observe.

0 – Does not meet criteria expected for student's level of preparation and experience.

1 – Minimally or inconsistently meets criteria expected for student's level of preparation and experience.

2 – Consistently meets criteria expected for student's level of preparation and experience.

3 – Exceeds criteria expected for students level of preparation and experience.

The student...

HELPING SKILLS AND ABILITIES					
Establishes relationships characterized by working alliance.	N	0	1	2	3
Creates appropriate structure: Sets and maintains boundaries such as meeting place, time, and duration.	N	0	1	2	3
Shows understanding of content of client's story – primary elements.	N	0	1	2	3
Shows understanding of content of client's story – uniqueness and underlying meanings.	N	0	1	2	3
Responds to feelings; identifies client affect and addresses feelings therapeutically.	N	0	1	2	3
Demonstrates congruence/genuineness; outer behavior consistent with inner affect.	N	0	1	2	3
Shows empathy: Takes client's perspective without over-identifying and communicates this experience to client.	N	0	1	2	3
Demonstrates effective nonverbal communication: use of body, voice, attire, etc.	N	0	1	2	3
Creates a psychologically safe environment.	N	0	1	2	3
Shows awareness of, and effectively manages power differences in relationships.	N	0	1	2	3
Collaborates with client to establish clear and measurable counseling goals.	N	0	1	2	3
Facilitates client's movement toward counseling goals and apprise client of progress.	N	0	1	2	3
Manages termination of counseling in a therapeutic manner.	N	0	1	2	3

COMPETENCE					
Recognizes and responds appropriately to cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status.	N	0	1	2	3
Applies relevant research findings to the practice of counseling.	N	0	1	2	3
Appropriately applies assessment and diagnostic tools both initially and throughout counseling through intake interview, mental status evaluation, biopsychosocial history, mental health history and psychological assessment.	N	0	1	2	3
Identifies and responds appropriately to clients with addiction and co-occurring disorders.	N	0	1	2	3
Assesses and manages suicide risk.	N	0	1	2	3
Recognizes and responds therapeutically to crises, disasters and other trauma-causing events in clients' lives.	N	0	1	2	3
Involves others in client's life in the counseling process as clinically, ethically and legally appropriate.	N	0	1	2	3
Recognizes the boundaries of one's particular competencies and limitations of one's expertise.	N	0	1	2	3
Takes responsibility for assuring others' welfare when encountering the boundaries of one's expertise. Through such activities as consultation and referral.	N	0	1	2	3

Counseling Performance Evaluation

Practicum/Internship

CCMF - Hardin-Simmons University

PROFESSIONAL RESPONSIBILITY					
Conducts self ethically and in compliance with legal requirements so as to promote confidence in the counseling profession.	N	0	1	2	3
Relates to peers, professors, and others according to stated professional standards.	N	0	1	2	3
Keeps accurate and timely records.	N	0	1	2	3

MATURITY					
Exercises appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers and others.	N	0	1	2	3
Demonstrates honesty, fairness and respect for others.	N	0	1	2	3
Demonstrates an awareness of one's own belief systems, values, needs and limitations and the effect of these factors on one's work.	N	0	1	2	3
Seeks, welcomes, receives, integrates and utilizes feedback from supervisors and others.	N	0	1	2	3
Exhibits appropriate levels of self-assurance, confidence and trust in own ability.	N	0	1	2	3
Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3

INTEGRITY					
Refrains from making statements that are false, misleading, or deceptive.	N	0	1	2	3
Avoids improper and potentially harmful dual relationships.	N	0	1	2	3
Respects the rights of individuals to privacy, confidentiality and choices regarding self-determination and autonomy.	N	0	1	2	3

Comments:

Student Signature _____

Date _____

Faculty Signature _____

Date _____

Site Supervisor Evaluation of Intern

Clinical Counseling & Marriage and Family Program

In order to provide interns with feedback regarding their professional competencies and to keep the department informed as to the level at which our interns are performing in various internship placements, we request that on-site supervisors complete this form for this semester's internship. The completed form is to be discussed with the intern and then returned to the university supervisor at the intern's final class meeting. Your cooperation and effort are greatly appreciated in this matter.

Intern's Name: _____

Semester: _____

Organization/Agency: _____

On-Site Supervisor: _____

Please use the following 5-point scale to assess this intern's counseling skills at the end of the semester at your internship site.

- 1-** Poor for an intern of his/her training and experience
- 3-** Average for an intern of his/her training and experience
- 5-** Excellent for an intern of his/her training and experience

Ability to conceptualize and understand client dynamics	1	2	3	4	5	N/A
Theoretical understanding of counseling	1	2	3	4	5	N/A
Listening Skills	1	2	3	4	5	N/A
Accuracy of clinical perceptions	1	2	3	4	5	N/A
Communication Skills	1	2	3	4	5	N/A
Sensitivity to client concerns	1	2	3	4	5	N/A
Assessment Skills	1	2	3	4	5	N/A
Self-understanding and awareness	1	2	3	4	5	N/A
Openness to supervision/feedback	1	2	3	4	5	N/A
Openness to evaluation	1	2	3	4	5	N/A
Quality of interaction with colleagues	1	2	3	4	5	N/A
Professional Demeanor	1	2	3	4	5	N/A
Knowledge and practice of Code of Ethics	1	2	3	4	5	N/A
Overall rating of intern's counseling performance	1	2	3	4	5	N/A

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Date: _____

CLINICAL EVALUATION RECORD

Student Name: _____ Date: _____

-
- 5 SUPERIOR SKILL: Is consistently present, and used intentionally with superior precision, and is an advanced facilitation for the client.
-
- 4 EXCELLENT SKILL: Is consistently present, and usually used intentionally with excellent precision, and is an effective facilitation for the client.
-
- 3 ACCEPTABLE SKILL: Is used somewhat intentional, with some precision, and is an acceptable facilitation for the client.
-
- 2 SUBSTANDARD SKILL: Is inconsistent and, at times not used with intentionality, and is a substandard facilitation for the client.
-
- 1 POOR SKILL: Does not enhance counseling and may be hurtful to client. Not performed correctly or understood.
-
- NA Skill not applicable at this time or has not been introduced.
-

Please rate the student on the following:

1. Problem or goal of session

☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

-
2. Case conceptualization - bio, psycho, social, spiritual aspects of the client

☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

-
3. Diagnosis

☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

-
4. Treatment plan as it relates to this session

☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

-
5. Basic counseling skills - rapport/empathy, listening, reflecting

☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

-
6. Session intervention(s)

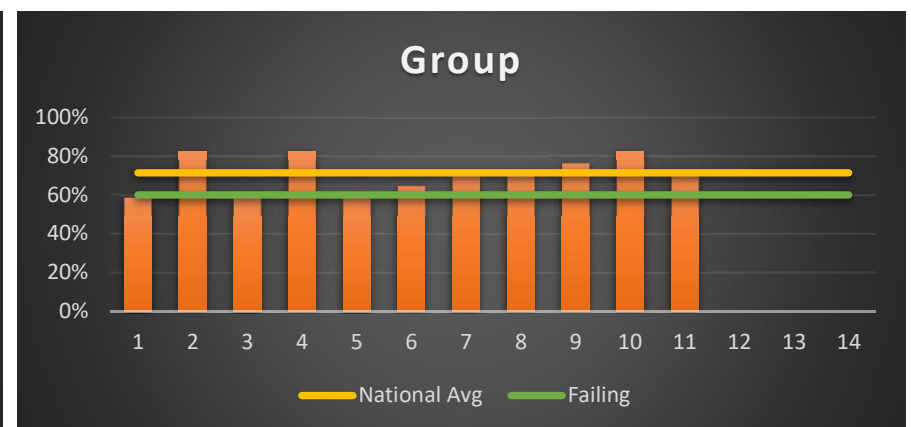
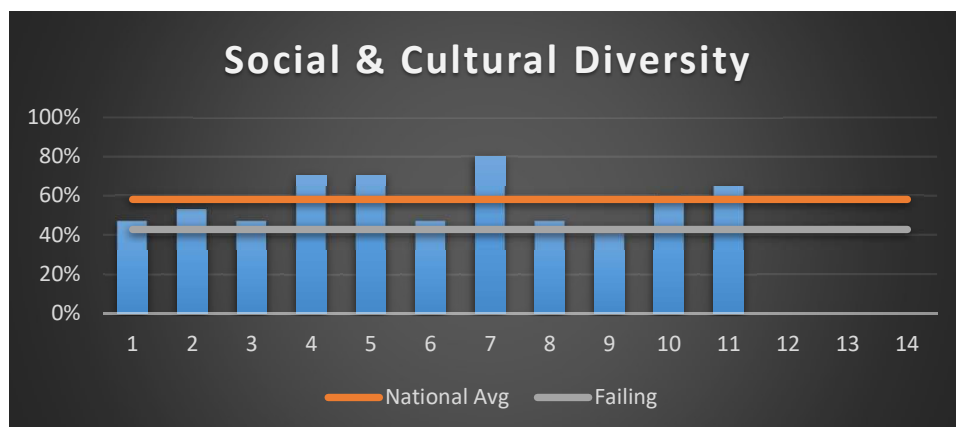
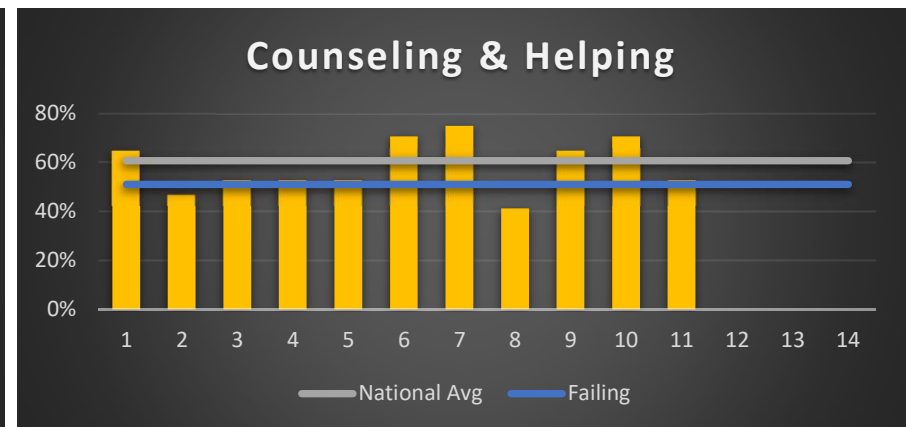
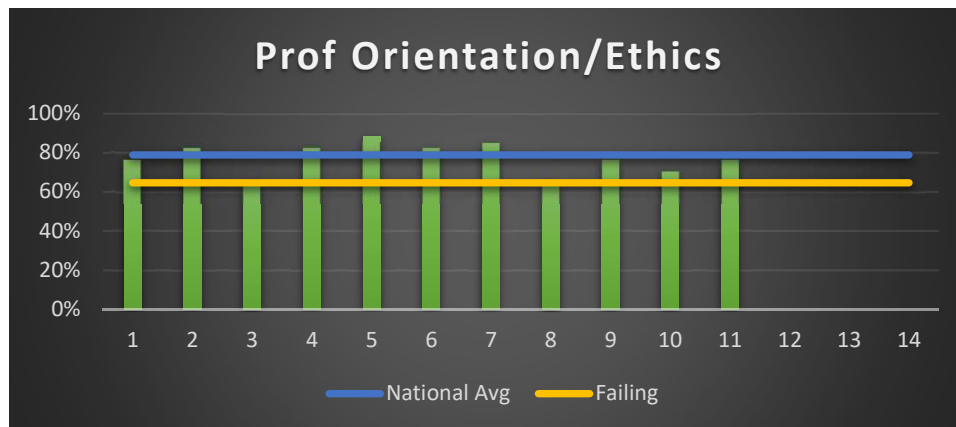
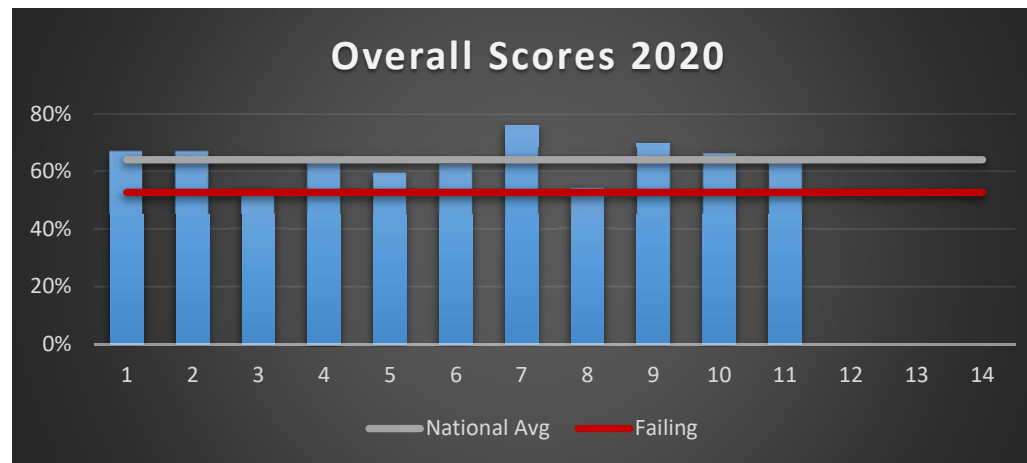
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

-
7. Theory of those interventions

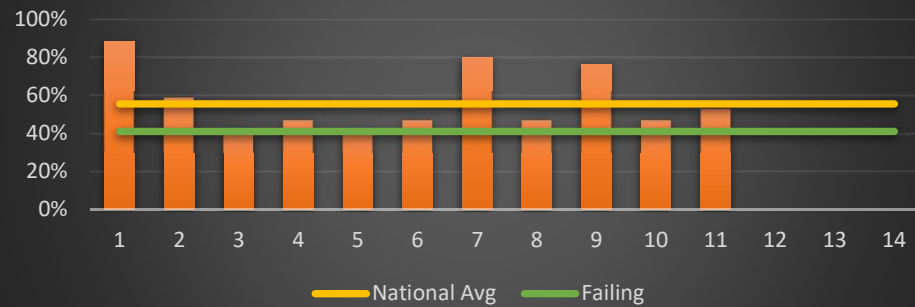
☐ NA ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments: _____

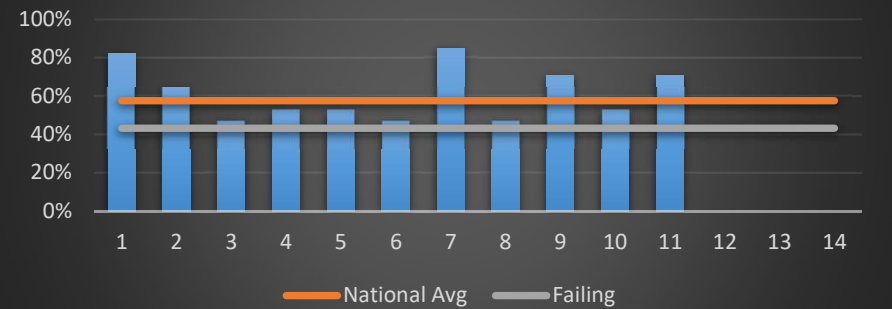
Faculty Signature: _____ Date: _____



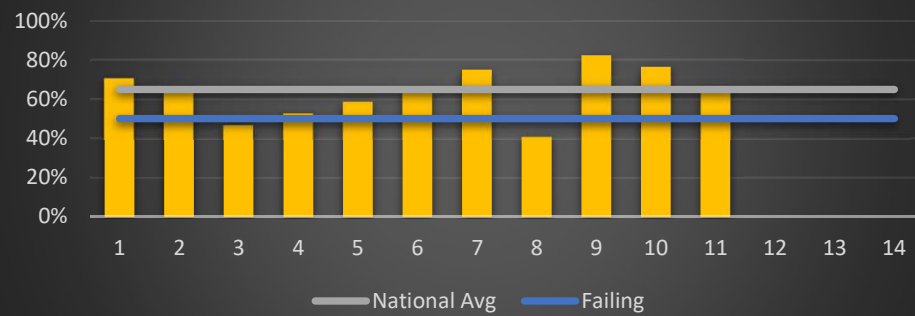
Human Growth & Development



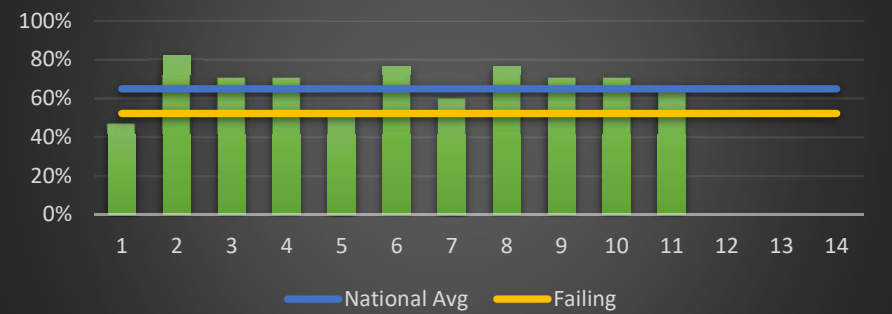
Assessment & Testing



Career




Research



Clinical Counseling & Marriage and Family (CCMF) Alumni Questionnaire

Information on this page is for alumni database records only.

1. Contact Information

Name:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
State:	-- select state -- 
ZIP:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>

2. Date of Graduation:

Month	<input type="text"/>
Year	<input type="text"/>

3. Employment Information

Where are you working?	<input type="text"/>
Title or job description:	<input type="text"/>
How long have you been employed at this job?	<input type="text"/>
Please provide a brief description of any previous employment relevant to your counseling degree.	<input type="text"/>

4. Texas LPC

Date Obtained

5. Texas LMFT

Date Obtained

6. National Counselor Examination (NCE)

Date Obtained

7. Texas PA

Date Obtained

8. Other credentials

☐ LMHC

☐ CMFT

State and Date Obtained

9. Other professional credentials you have obtained.

10. Post-Masters Degrees

University and date obtained

Alumni Feedback

Your responses to the following questions will help us to assess and improve the HSU CCMF Masters Program.

* 11. Your responses to the items below may be helpful to us as we continue to recruit exceptional students for the graduate program. Please check the statement that reflects your consent for the release of this information.

- ☐ I do hereby give permission to the HSU CCMF Masters Program to release the information below for the recruiting of students for the graduate program.
- ☐ I do not give my permission to the HSU CCMF Masters Program to release the information below for the recruiting of students. I understand that these responses will ONLY be entered into the program's database for record-keeping and will NOT be used for recruitment purposes.

12. Describe what you do in your place of employment.

13. What do you believe were the most valuable aspects of the CCMF Masters program?

14. Do you have any suggestions on how the program could be improved?

* 15. We would like to send your employer a link to an anonymous survey to assess his/her perception of how well the CCMF program prepared you for your current position. Please indicate below if you consent to the distribution of this survey to your employer.

- ☐ I do not want my employer to receive the survey
- ☐ I am not currently working in a setting where the survey would be appropriate
- ☐ I give my consent for you to send the survey link to my employer

16. If you provided consent in the previous item, please provide the name of your employer and an e-mail address where he or she can be send the survey link.

Please take a minute or two to answer the items in the anonymous survey that you will be directed to when you hit "done" below.

Thank you for taking the time to complete this survey!

This brief survey has been published separately to ensure anonymity.

1. Since completing the HSU CCMF program, I have worked primarily in

2. Overall, I feel like the graduate program provided me with the training and skills I needed to succeed in my career.

3. The graduate program provided the training I needed to

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE TO ME
perform assessment and diagnostic tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop treatment plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel couples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel adolescents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complete treatment notes and other paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work with groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work with diverse populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand and apply ethical standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use appropriate self-care strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assume a professional role in an agency, clinic, or other counseling/mental health setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this survey!

This brief survey has been sent to you because you are an employer or supervisor of a graduate of the HSU Clinical Counseling & Marriage and Family Program. Please take a few minutes to provide feedback that will help us in assessing and improving our program. Feel free to contact me if you have any questions.

Thank You.

Sherry Rosenblad, Ph.D., LPC-S
Professor of Psychology and Counseling
CCMF Graduate Program Director
Hardin-Simmons University
325-671-2271
Sherry.Rosenblad@HSUTX.edu

1. Please indicate your level of agreement to the following question: Overall, I feel like the HSU CCMF graduate obtained the training and skills needed to succeed in a counseling career.

2. Based on your observations of the CCMF graduate you employ or supervise, how well do you think the program provided the training needed in the following areas.

	extremely well prepared	well prepared	somewhat prepared	inadequately prepared	I have not had the opportunity to observe the graduate in this area	this area is not applicable to the position
perform assessment and diagnostic tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop treatment plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel couples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel adolescents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
counsel children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complete treatment notes and other paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work with groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work with diverse populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand and apply ethical standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use appropriate self-care strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assume a professional role in an agency, clinic, or other counseling/mental health setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please provide any additional information or comments that will help us assess and improve the quality of our graduate program.

Thank you for completing this survey!

Counselor Competencies Scale—Revised (CCS-R) © ([Lambie, Mullen, Swank, & Blount, 2015](#))

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the “score” column on the left.

CACREP (2016) Standards relating to the *Counselor Competencies Scale—Revised (CCS-R)*

CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).
- Multicultural counseling competencies (Section II, *Standard 2.c.*).
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal (Section 4, *Standard H.*).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).
 - A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
 - B. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
 - C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.
 - F. Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
 - G. Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.
 - H. Practicum students have weekly interaction with supervisors that averages **one hour per week of individual and/or triadic supervision** throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
 - I. Practicum students participate in an average of **1½ hours per week of group supervision** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard b.*).
- Marriage, Couple, and Family Counseling
 - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard c.*).
- School Counseling
 - Techniques of personal/social counseling in school settings (3. Practice, *Standard f.*).

Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. <i>(attuned to the emotional state and cultural norms of the clients)</i>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
1. B		Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...”, “Hmm”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
1. C		Questions	Use of Appropriate Open & Closed Questioning <i>(e.g., avoidance of double questions)</i>	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
1. D		Reflecting _a Paraphrasing	Basic Reflection of Content – Paraphrasing <i>(With couples and families, paraphrasing the different clients’ multiple perspectives)</i>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
1. E		Reflecting _b Reflection of Feelings	Reflection of Feelings <i>(With couples and families, reflection of each clients’ feelings)</i>	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
1. F		Reflecting _c Summarizing	Summarizing content, feelings, behaviors, & future plans <i>(With couples and families, summarizing relational patterns of interaction)</i>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did <i>not</i> understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. G		Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs <i>(taking counseling to a deeper level)</i>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.
1. H		Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
1. I		Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals <i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
1. J		Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., <i>purposeful counseling</i>)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
1. K		Facilitate Therapeutic Environment_a: Empathy & Caring	Expresses accurate empathy & care; Counselor is "present" and open to clients <i>(includes immediacy and concreteness)</i>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
1. L		Facilitate Therapeutic Environment_b: Respect & Compassion	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

: Total Score (out of a possible 60 points)

Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2. B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2. D		Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
2. E		Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2. F		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
2. G		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.
2. H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2. I		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2. J		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients’ diverse changing needs, such as being rigid in work with clients.
2. K		Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____: Total Score (out of a possible 55 points)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Counselor's or Trainee's Name (print)

Date

Supervisor's Name (print)

Date

Date CCS-R was reviewed with Counselor or Trainee _____

Counselor's or Trainee's Signature

Date

Supervisor's Signature

Date

*** Note. If the supervising instructor / clinical supervisor is concerned about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.**